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This study presents the results of phone interviews conducted with representatives of twenty-three university archives, manuscript departments, and special collections at Doctoral/Research Universities—Intensive, as classified by the Carnegie Foundation for the Advancement of Teaching. The purpose of the study is to attempt to portray the current state of educational outreach to undergraduate students.

With undergraduate students composing an increasing portion of their users, primary source material repositories at universities have the opportunity to become a more relevant part of student education, as well as increase their profile on campus. Yet, few formal studies have explored the strategies in use by university archives, manuscript departments, and special collections to reach and instruct undergraduate students. The study finds that educational outreach to undergraduate students is fairly successful but largely non-regularized. Formalizing strategies, where resources make it feasible, will help increase the relevance of primary source material collections on their campuses.

Headings:

Archival materials -- Evaluation

Archives -- Public relations

Archives -- Research -- Study and teaching

Surveys -- Archives

GETTING UNDERGRADS INTO ARCHIVES: EDUCATIONAL OUTREACH EFFORTS OF UNIVERSITY ARCHIVES, MANUSCRIPT DEPARTMENTS, AND SPECIAL COLLECTIONS

by
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University archives, manuscript departments, and special collections house records that document events and eras of a society. While preserving these materials is always of great importance in an archival repository, archives exist for researchers and use of the material, not just the accumulation of artifacts over time. Traditionally, archivists have viewed historians and other scholars as their most important audience, but with the development of the Internet people from many different walks of life and interests are now finding archival repository websites, finding aids, and electronic materials through Web browsers. As Duff and Johnson point out, the largest segment of users for many archives and manuscript departments are genealogists.[1] Undergraduate students are another important user group with growing numbers.

While, the relationship between archives and the research and publications of historians has been fairly well studied,[2] few researchers have focused on the teaching role archives play in the educating of undergraduate students. Robyns argues that archives and manuscript departments, offering uninterpreted primary resources, have a unique chance to be involved in the process by which students learn critical thinking skills, that is, where students learn how to assess critically and independently what others have said and written.[3] Such learning involves a significant teaching component because the use of archives is not self-explanatory.[4] The need to educate students, and other users as well, to the mysteries of archival arrangement, description, and interpretation of access tools, holds serious implication for archival outreach and user education programs in academic archives. This paper explores the nature of archival educational outreach to

undergraduate students, and the role of archives in undergraduate education.

Introduction

University archives, manuscript departments and special collections provide materials that document the histories of individuals, regions, and periods, but without an educational component by which researchers learn how to use primary resources, the materials, for many people, are practically useless. While the traditional focus of these collections has been to serve the professional researcher, it is clear that professional researchers make up only part of the population of archival researchers and that undergraduate students are being asked to conduct an increasing amount of archival research. Calls for the archival community to better understand the needs and experiences of archival researchers have been made—the most resonant coming in the mid-1980s—and the effort has recently been formalized, but the research is just beginning.[5]

Who are the typical users in a university archive or manuscript department? While the general public is increasingly coming in contact with archival materials, especially through archival websites, we can anticipate seeing scholars; graduate students who may or may not be receiving training in research in primary documents[6]; administrative users, most likely conducting their research at the "University Archives"; genealogists; and, increasingly, undergraduate students.

The relationship between archives and historians and professional researchers is long-standing and best-understood[7]; requests from college and university administrators naturally receive immediate attention; even genealogists have been the focus of recent

research.[8] Now it is time to explore more thoroughly the needs and information seeking behaviors of student archives users.

Libraries and museums have long recognized their educational missions, and both have designed educational outreach components to fulfill their goals, but archivists are just beginning to address these needs within their repositories and the profession as a whole. The Society of American Archivists, in its *Glossary of Archival and Records Terminology* defines outreach as, "The process of identifying and providing services to constituencies with needs relevant to the repository's mission, especially underserved groups, and tailoring services to meet those needs." Additionally, "Outreach activities may include exhibits, workshops, publications, and educational programs."[9] Archival outreach might be considered the sum of efforts of archives and archivists to increase the relevance of archival holdings by increasing the number of primary materials researchers and by enhancing all users' experiences with those materials. Archival educational outreach to undergraduate students is anything designed by archivists, possibly in conjunction with other faculty, to teach students not only how to conduct research in primary materials, but also to get students to understand the value of doing such research. Such educational outreach can include an archivist-led orientation for a section of an undergraduate history class, a course-packet of reproductions of archival and manuscript materials to be used as course readings, and an archivist adjunct faculty member conducting a seminar in archival management. The archival mission, based on increasing social relevance, should be research and training; college and university archives, inheritors of their parent institutions' missions, should include a strong teaching

component in their missions. What then is the state of archival educational outreach? How involved are archives and archivists in undergraduate instruction?

The purpose of this study is to understand how university archives, manuscript departments, and special collections are making themselves part of the undergraduate education process. The study should help archivists better understand how these collections are meeting the goal of their teaching component. The study is situated within the revived effort of archives to develop a set of metrics by which archivists can evaluate their outreach efforts and their users' experiences.[10]

Literature Review

Despite Hugh A. Taylor's 1972 address encouraging archivists to be involved in primary grade and undergraduate education, in the mid-1980s Ken Osbourne felt justified in writing that archivists see education as a matter of educating other archivists.[11] Even more recently, Cook writes of what little progress has been made by archivists in developing educational programs and pedagogical materials to support the "educational life" of the country (in Cook's case Canada).[12] Still, archivists envision a role for themselves and for archival holdings in education. Some, like Gilliland-Swetland, following revisions in state and federal educational guidelines, have urged that primary source materials become a more prominent part of K-12 education. Cook details similar developments in Canadian primary schools.[13] Historians and archivists have reported on their joint efforts to understand how history graduate students learn how to conduct research in archives and how archivists can increase their role in the process.

While much of the recent literature on archival outreach in the classroom has been focused on primary grades and history graduate students,[14] Taylor is not the lone voice

calling for archives to be part of the general undergraduate education. Chute has written that archives should elevate their outreach efforts above all others and increase their "customer base," or else suffer a declining position of relevance in the campus community.[15] A recent article in the *Chronicle of Higher Education* details the strengthening interest in exposing undergraduates to primary source materials as form of public relations activity.[16] Allison surveyed eighty-five university archives, manuscript departments, and special collections at ARL universities and found that the majority of them conduct instructional sessions for undergraduate students.[17]

Robyns argues that academic archives are perfectly situated to be part of how students learn to reason critically.[18] He bases his case on two reasons. First, since primary source materials in their archival context have yet to interpreted, undergraduate students can think about the materials originally with little influence swaying their interpretations. Second, education researchers have shown that students in their first and second years of college education are developmentally ready to learn critical thinking skills. Along these same lines, but from an instructor's perspective, Lindemann argues for basing student assignments on the use of primary source materials. "[S]tudents need to know that research involves making knowledge, interpreting artifacts and sources, solving problems raised by evidence, experiencing the excitement of discovery," she says; research in primary source materials allows researchers to use tools that cannot be experienced elsewhere.[19]

Robyns informally surveyed twelve archivist colleagues at academic archives and reports that eleven of them said that their college or university's history department offered a course in basic historical research methods involving training in primary source

materials; eleven of the twelve said that their history departments worked with the archivists in training undergraduate students in basic research methods. He also found that, in most cases, it was the archivists who initiated the collaboration by offering the history department some kind of workshop or presentation. The archivists with whom Robyns spoke emphasized both the archivist's responsibility as educator and the importance of archival training for undergraduate history students.[20]

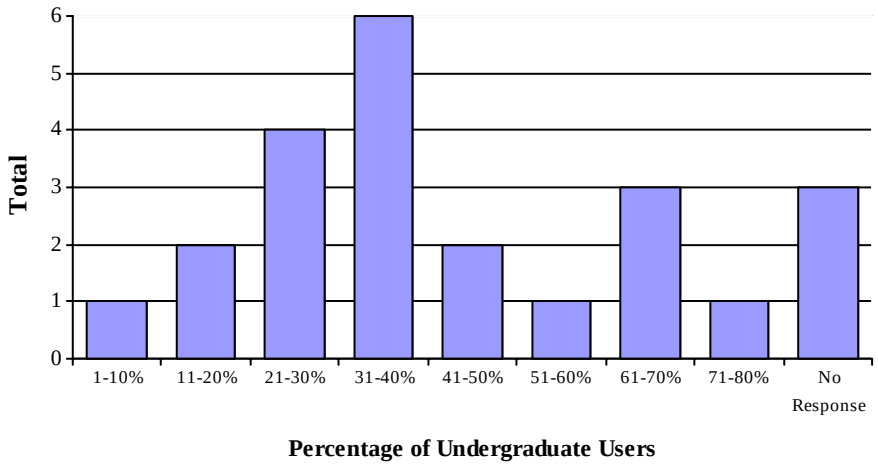
I propose here to formalize Robyns's informal conversation with colleagues. The archival literature, while growing in arguments for educational outreach and public programs, needs more evidence of what archivists do in "the classroom." This study is unique in that it seeks to document the educational programs and "creative pedagogical materials [and] strategies"[21] designed and employed by archivists for teaching the archival research process to undergraduates.

Methodology

In attempting to understand the current state of archival educational outreach to undergraduates I decided to consider two data sources, departmental mission statements and archivists' accounts of their educational outreach efforts. The data was collected from a sample of twenty-three archives and manuscript departments from colleges and universities categorized as Carnegie Doctoral/Research Universities—Extensive. The Carnegie Foundation provides a downloadable spreadsheet of the 152 Carnegie Doctoral/Research Universities—Extensive, based on the 2000 Carnegie Classification.[22] Twenty-three institutions were selected using a random number table. The sample over-represents public institutions. Private institutions make up thirty percent of the population, while they represent only seventeen percent of the sample. The average

undergraduate enrollment is 17,795. The sample includes six colleges and universities with undergraduate enrollment below 10,000 and ten schools with undergraduate enrollment between 10,001 and 20,000 students.[23] Respondents reported a range of undergraduate students as a percentage of their user population, from 7% of the whole to around 80%. Nearly all respondents stated that the figure provided was an estimate of all user queries, including email reference questions. See Figure 1. [24]

Figure 1. Percentage of Users as Undergraduates (N=23)



I visited the web sites of the archives and manuscript departments to find their mission statements, if applicable, and the name of the archivist, curator, public services archivists, or manuscript librarian. Respondents were chosen to participate based on their ability to represent their institutional department. Selecting the appropriate department was not always a clear decision. I favored manuscript departments over university archives because manuscript departments hold a greater variety of material, which could correspond to a greater research appeal, although this is probably not a very important distinction beyond exploring how students find materials. I learned from the university archivists with whom I spoke that many students have a keen interest in the histories of

their schools and students organizations and that they often focus their research within the university archives collections.

In a few cases, the university archivist, based on a comparison of staff titles, was deemed to be the best candidate to represent their institutions' primary source holdings. In most cases, the manuscript department was housed within a special collections library, and in certain cases the manuscript staff overlapped with other special collection holdings, for instance, rare books and university archives. Historical manuscript collections were favored over literary manuscript collections, and collections dedicated entirely to primary sources, regardless of "disciplinary" focus, were favored over collections dedicated to a certain topic and thus containing a mix of primary and secondary sources.

Overall, thirty-two potential respondents were contacted. Nine potential respondents either declined to participate in the study or did not respond to follow-up email messages and phone calls. Three of the refusals represented private institutions. The final sample is composed of twenty-three institutions.

I conducted semi-structured interviews with curators, archivists, and manuscript librarians. The interviews gave respondents the opportunity to represent, in their own words, the current and evolving education and outreach efforts undertaken by their departments for undergraduates. The subjects were contacted via email, whereby I introduced myself and the study, and requested an appointment to conduct a telephone interview. The initial contact email included a study description and consent form as an attachment.

Through the survey I sought to document the specific activities academic archives and manuscript departments currently undertake as part of a teaching or educational component, especially for undergraduates. I asked respondents about various forms of instruction and orientations, instructional tools like teaching kits and tutorials, and instructional space; lines of communication between them and other campus departments; and outreach staff. Insofar as the respondents are representative of the general state of educational outreach done by academic archives and manuscript departments, there is reason for optimism. Many respondents spoke of lack of resources—time, space, staff—but many also felt that, when they could reach undergraduate students, they enhanced those students educational experiences. Greater success will result from increasing the chances for contact between students and archivists and manuscript librarians. Appendix A contains the interview protocol.

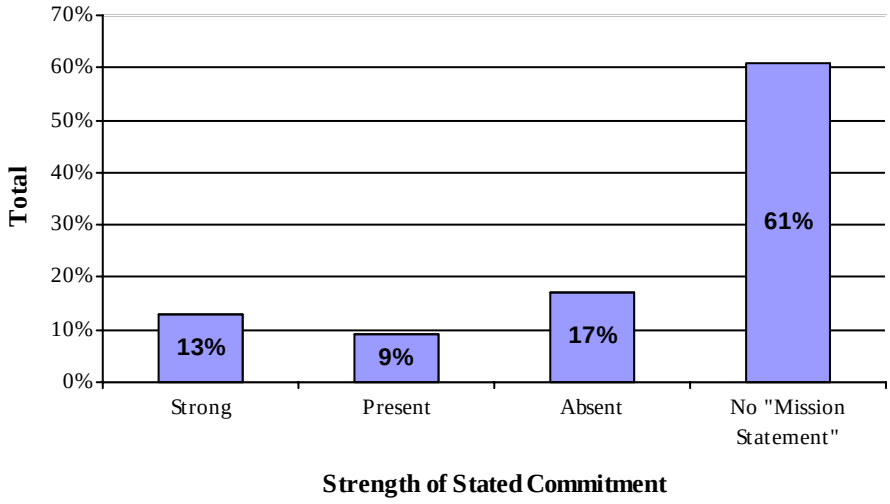
I also analyzed the mission statements of academic archives and manuscript departments to see what, if any, public commitment is made to education or a teaching component. Not all departments have mission statement on their websites. In these cases, I gathered data from other sections of websites, including general introductions and reference service pages. White it is not essential for a manuscript department or university archives to have an element of educational outreach within a mission statement—or, for that matter, a mission statement at all—for it to carry out effective outreach and educational programs, such statements can capture the essence of what an archives holds to be important.

Findings

Mission Statements

Most departments in the sample have some form of statement about their missions or purposes. Many of these "missions," though, are embedded in action verbs, like "collect," "preserve," and "make available." In parsing out who among the sample "has a mission" and who "does not," it was difficult to draw line between the "haves" and the "have nots." The easiest approach, of course, is to accept only those that have a labeled mission statement or statement of purpose; or, who begin their departmental biography with a statement beginning, "Our mission," "Our purpose," or "Our objective." By this criteria, only nine of the twenty-three have a "Mission Statement." These statements range from a brief, bulleted list to a length comparable to one single-spaced typewritten page. Five of the nine departments with "Mission Statements" include, at minimum, a passing reference to undergraduate researchers; three of this five include strong statements about instruction or educational outreach, or one-third of all departments in the sample who have "Mission Statements." This data is presented in Figure 2.

Figure 2. Instructional Outreach Component of Mission Statements (N=23)

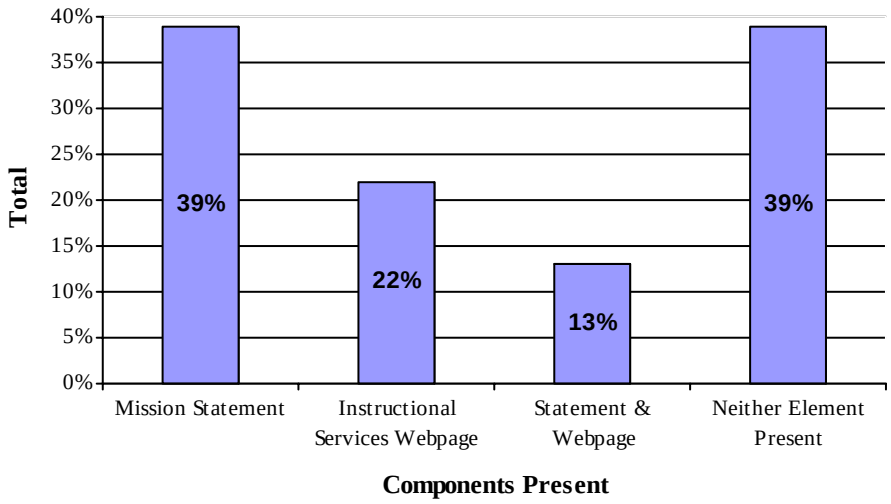


The absence of an official mission statement does not, however, mean that a repository lacks missions, vision, or a commitment to education. Add "action verbs"—for instance, "Our department was established *to collect, preserve, and make available*"—and nearly all departments in the sample have a statement about their purpose, objective, or mission. The objective of the present analysis is more to see what kinds of commitments are being made, rather than parse out how they are made, i.e., via "Mission Statement" or not.

It seemed necessary and worthwhile, then, to expand the analysis from just looking at mission statements, statements of purpose, and introductory clauses with action verbs to include any part of a department's webpage where a statement about educational outreach might appear. In some cases this was clear, for instance, when a website section or pages were devoted to instruction or reference services. Five[25] department websites include "Instructional Services" pages; three of these five

departments also have “Mission Statements.” In three other cases departments state that one of their purposes is to support the teaching missions of their parent institutions. Another department, in a “Rules of Use” section of their website, states that staff members are available “to make class presentations, identify materials suitable for course assignments, and work with the faculty of the University to facilitate students' use of the library's holdings.” In all then, including departments with “Mission Statements,” “Instruction” web pages, and stray commitments, fourteen of the twenty-three departments (or over half) give some kind of nod to undergraduate researchers. This is presented in Figure 3.

Figure 3. Web Presence: Mission Statements and Instructional Services (N=23)



Where strong statements about educational and instructional outreach are made, they are usually found in a “Mission” or “Instruction” section. Of the two strongest examples found, one came from a mission statement and one came from an instructional support page from a department without an explicit mission statement. The first is an

assertion, the second an instance. One could contend that the latter is more useful to instructors.[26]

The mission statement with the strongest *assertion* about instructional outreach to students says, "*most importantly*, we play an active and creative role in the teaching and research missions of the University" (emphasis added). The same statement also includes this: "[W]e will provide, and be acknowledged as providing… [o]utstanding curricular support at both the undergraduate and graduate levels." This statement is particularly strong because of the emphasis—by the use of phrases like "most importantly," "be acknowledged as," and "outstanding"—the department puts on their role as part of their university's educational mission.

One of the strongest *instances* of instructional and educational support was found on a department's appropriately named "Support for Teaching" page. On this page, the department offers individual assistance from staff. The offer reads, "Librarians and archivists are available to meet individually with instructors to help plan use of…Library resources (and those of other libraries at [the university]), suggest options for assignments that will meet course objectives, teach or co-teach a class session, and confer with students in beginning their research." Further on, the department advertises procedures for instructors wanting to reserve a reading room: "Instructors who wish to use…Library collections and services for their classes may apply to use one of the Library's two seminar rooms, for semester-long or single-session use… Instructors will be asked to disseminate to their students Guidelines for Classes Visiting [the] Library in advance of meeting at the Library."

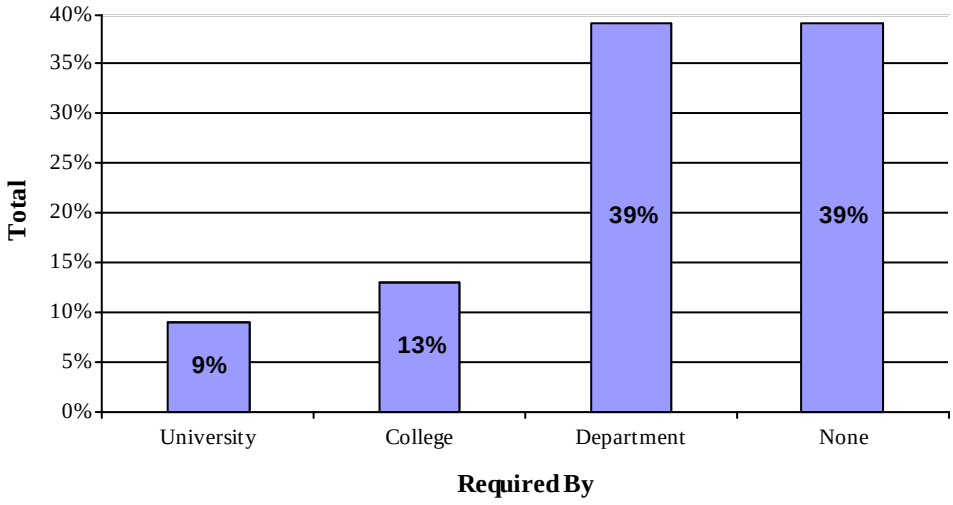
These two examples of instructional support, one from a "Mission Statement" and the other from an instructional support page, are not alone in their acknowledgement of the teaching chances for archives and manuscript departments, but they are singular in their stressing the centrality of the role.

Curriculum Requirements

Three of the twenty-three respondents surveyed reported knowing of college or university-wide curriculum requirements mandating that undergraduates produce a project incorporating research in primary sources. Of the three, two are required of all students—one is a critical thinking series, the other is a writing series—and the third is required of all students in a college of a university. This third course is reported to be a new program that was spearheaded by the university's history department. For respondents answering "no" or "I'm not sure," I reviewed their schools' online undergraduate catalogs or bulletins. No one who answered negatively or expressed uncertainty represented a university that actually did have a required primary source material research component. The trend in undergraduate core curriculum is writing and multi-cultural understanding, undoubtedly valuable skills. Many university catalogs that were consulted stress the importance to learning of critical thinking, especially as part of a liberal education, but how that skill is obtained other than through suggested, and in most cases optional, courses is unclear. It appears that most university curriculum boards are not yet convinced of the importance of primary source research to developing critical thinking skills (as Robyns[27] suggests), at least to the point of mandating it broadly for undergraduate students.

Nine respondents reported knowing of departmental requirements for students to use primary resource materials, and in almost every case it came from their school's history department. Aside from history, one respondent reported a classics requirement, while another reported an American studies requirement, and a third, though not sure, thought that specializations within American and English literature might have primary source research requirements. One person stated, "The history department definitely sends folks over to do primary source work. In fact, [our department was] founded for the purpose of training undergraduate students [in primary source research]." Figure 4, below, details general and departmental requirements for primary source material research.

Figure 4. Required Primary Source Material Research by University, College, and Department (N=23)



While the majority of universities, colleges, and individual departments do not seem to require their students to have some training in primary source research, many individual faculty members build in a requirement to their classes. One respondents

stated that a primary source research requirement "will vary from instructor to instructor…They vary by instructor and level. We see an increasing number of classes that require primary research." Another said that despite the lack of general or departmental requirements, "There are quite a few people in quite a few areas who do assign something that requires primary sources." Respondents reported a variety of departments whose faculty have as a course requirement research in primary sources. Other than the departments listed above, they include religion, art and art history, disability studies program, chemistry, medieval studies, women's studies, communication, journalism, and architecture. Two respondents reported working closely with departments to develop curriculum around the strengths of their archives' holdings.

Affect on Curriculum

The role that archives, special collections, and manuscript departments have on curricular matters is limited, both by department and scope. Many study participants report achievements in working with faculty, usually in the history department, to shape courses around collections. As one study participant said, "I would say that we have a significant role in the teaching activities of the history department. There probably are classes that they would not conduct if it wasn't for our existence." A comment that represents the intimate relationship between archives and historical department curriculum came from one respondent who said, "It's never as influential as you'd really like. Within the history department, the requirement for majors is directly related to the strength and accessibility of collection. Outside of history, we plug into it, but we don't influence the formation of it." Not everyone could report such successes. One respondent, referring to departments as well as the university library, said, "Getting

anybody to listen to us is difficult to do. To be honest, I don't know if the archives ever had a role in dictating curriculum."

A number of respondents talked about specific courses that had been designed around collections and/or with the input of the archival staff. An example of an archive affecting curriculum came from a respondent whose unit has a very active instructional outreach program. She listed their successes: "We are unique in that we offer teaching and research grants, 200 to 3500 dollars available to faculty or students who want to come in and need financial support to do a project or to design a class that incorporates primary sources or archives. We've had full semester classes developed around our collections. Our faculty is working on collectively writing a book targeted at eleventh and twelfth graders, freshmen, and sophomores, with resources for instructors, primary document packets, and that also address historical research standards." Other examples of successes include working with faculty to create instructional tools and assignments; helping in establishing college or university-wide required team-taught classes in writing and research programs; and creating awards for undergraduate papers written with primary source documents.

A trend in the data suggests that there is a positive correlation between faculty who use primary source materials for their research and those who use primary source materials for instruction. Instructors who are familiar with their campuses' archival holdings, who see the value in conducting primary source research, and whose scholarship is based on archival research, are likely to incorporate the collections into their classrooms. One participant said that her department "has a significant impact on what a dozen or 20 instructors do in way of how they construct their courses…For people

working in other areas, they don't bother with us." Alternately, as this last statement implies, primary source materials will not be relevant to all faculty, and by extension, their students. One respondent referred to archival holdings as having a "natural fit" with certain disciplines. He said, "For some students using primary sources is inappropriate to their majors or their life. Yes, it would be nice, but it might not be a need." He continued, "Outreach is a question of do you have the attention of your history department [and other relevant faculty], of the university administration whose papers are held in your collection, maybe the legal office… I don't know if we have the ready attention of the history department. We get people from around the world, but we don't get our own researchers."

One respondent's words sum up the general pattern of how archives, special collections, and manuscript departments affect their universities' curricula:

> It's a bit hard to parse it out. I would say that we make a concerted effort to provide access to primary source materials to as broad a constituency as possible. We make ourselves readily available for outreach, education, instruction, around the use of primary source documents when we are asked to do so. We also do selected outreach to departments. that we have special relations with. But normally, faculty approach us…and we never turn them down.

A special collections head offered this optimistic outlook: "The whole field is turning away from holdings towards education and curricula and the students. And our whole library system is following that trend." The success that each individual department will experience will no doubt be a combination of resources, effort, and receptivity of faculty.

Communication with Other Departments

Faculty provide archivists access to undergraduate students. And, when referring to faculty in this facilitative role, the reverse is true, too: faculty provide undergraduate

students access to archivists. While, as one respondent pointed out, many undergraduate students go to an archive, special collection, or manuscript department on their own, and not as a result of outreach intervention, relationships between faculty and archivists is an important element in a campus outreach program.

Respondents were asked to discuss the nature of the lines of communication that exist between their units and other academic departments on their campus. For the most part, while it tends to be informal, and is as often initiated by faculty as it is by repositories, archivists and manuscript librarians are in contact with their campuses' faculties. Informal nteraction between primary source material collections and faculty includes requests and offers for instruction sessions, requests by faculty for help in designing courses, and input by faculty on materials to be collected. Formalized lines of communication include advisory committees and department liaison positions. Another tactic that may not have been considered "formal" by respondents but seems like a formalized effort is the attempt to reach newly hired faculty members, individuals who are not yet familiar with manuscript holdings and the potential of use by them in their research and teaching. Respondents were asked to characterize their communication with academic departments, but often enough they also spoke about their relationships with bibliographers and other members of the library staff. The data may not be systematic enough, because not discussed explicitly with all respondents, to allow generalizations, but the relationship between the archive and the library may be an important factor in reaching faculty and undergraduate students.

Informal lines of communication develop three ways. First, faculty are familiar with the collections because they use the materials in their research. Second, often

enough the archivist, manuscript librarian, or a staff member in his or her unit are or have been members of an academic department, and thus represent the presence of the collections in that department. Third, informal, friendly relationships can result in faculty members using collections in their courses. The first is the most likely to occur; the last is the least likely to occur. All respondents are in some kind of contact with academic departments, most often history, then English, on their campuses.

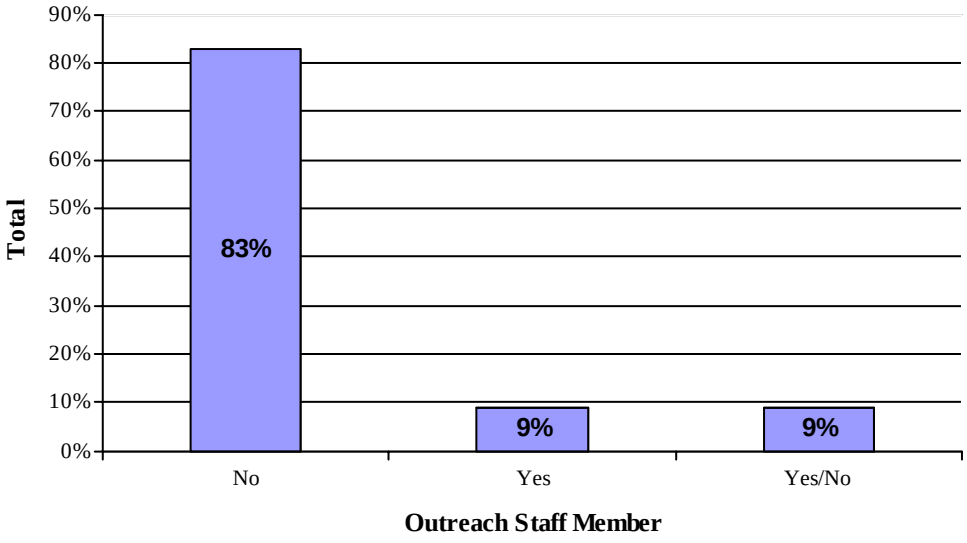
Formal lines of communication were infrequently reported. Three of the twenty-three respondents mentioned advisory committees, and two mentioned liaison responsibilities, usually with the history department. In all, only five of the twenty-three respondents have some form of formalized outreach to departments.

Perhaps more important than the formal/informal distinction is whether lines of communication are *routinely* exploited and how. Conceivably, formal lines of communication, if not regularly or effectively used, could result in fewer instances of contact than routinely used informal lines of communication. As an example of the latter (I found no evidence of the former), two different respondents discussed previewing with bibliographers course catalogues for upcoming semesters and noting what courses show a fit with their collections, and then contacting those courses' instructors and attempting to schedule instruction sessions. Respondents doing this report a high success rate. In fact, many respondents talked about routinely emailing departments with offers to conduct instructional sessions. Another example, mentioned above, is regular outreach to new faculty hires, which includes actively participating in library orientation for new faculty members, as well as being involved in the recruiting tour for potential hires.

Outreach Personnel

In most cases, respondents report that there is no staff member in their department whose main or sole responsibility is public outreach, including outreach to students and faculty. Of the twenty-three individuals surveyed, only two reported yes, nineteen reported no, and two reported, equivocally, "yes and no." The discussion will begin with the definitive "yeses." These findings are presented in Figure 5.

Figure 5. "Dedicated" Outreach Person on Staff (N=23)



Both positions dedicated to outreach are newly created. One resulted from a departmental restructuring after the departure of three staff members whose positions each had carried some outreach responsibilities. According to this public services archivist, "The department had to rethink the organizational structure and the responsibilities of individuals within the department. [It resulted in the] incorporating those different public services function into one position." A number of factors,

including campus demographics and staff disposition, are at play. The public services archivists notes,

> A lot of things occurred. People arrived here who loved to teach, who were assertive about that role and were creative about approaching it. The department head was supportive of it. [It] goes back about five years. Successes started to occur within the last three or four years… Also, I think you have a young campus, a very rapidly growing campus, an increasing student body, so we've been able to increase number of faculty… We do have an array of faculty in terms of age and how they look at teaching. One of the great successes is to work with faculty at an early stage to develop how you teach a class and how you can bring in primary sources and discuss what is an appropriate research topic.

The other dedicated outreach position has existed for about ten months. It was created out of a need to handle and coordinate exhibits. Since then, "it's expanded to publications, subject guides, collection descriptions, and press releases." This outreach person "is not running around pumping up collections. They're working in a broad sense." According to the respondent, though, "it's not developed far enough to evaluate. In the next couple of years maybe we'll formalize it…or maybe not."

One department reporting "yes and no" has had part-time outreach positions in place. According to this department's representative, a university archivist and public services manager, "A number of years ago we created a part-time position using donor funds for a period of a year to be the coordinator of classes, do most of the classes, and be the point person. That was a term appointment." Explaining why this position is no longer filled, the respondent added, "It wasn't that it wasn't really necessary, it was just a matter of funding." This archivist also added, "We have a head of public service position, which is half-time at this point, and prior to that it was something I did in addition to my full-time job. There are three of us that do classes and outreach, two doing the majority. It's a recognized need but there's been no movement in the current

administration to create such a position." Qualifying this, she stated, "The vice-provost for undergraduate education recently inquired of the libraries what was being done for upper-level undergraduates. There's been a lot of focus on the lower-levels and entry-level library orientation. That query was put out across libraries and what if anything will come of it I don't know, in terms of whether there's a perceived need to do that."

A head of rare books and manuscript department said that, for them, "Outreach is part of university policy. Not only encouraged, but expected." This is encouraging, but like the archivist and public services manager quoted above, there is the potential for conflict if archival and manuscript units do not have the staff to meet the educational responsibilities expected of them.

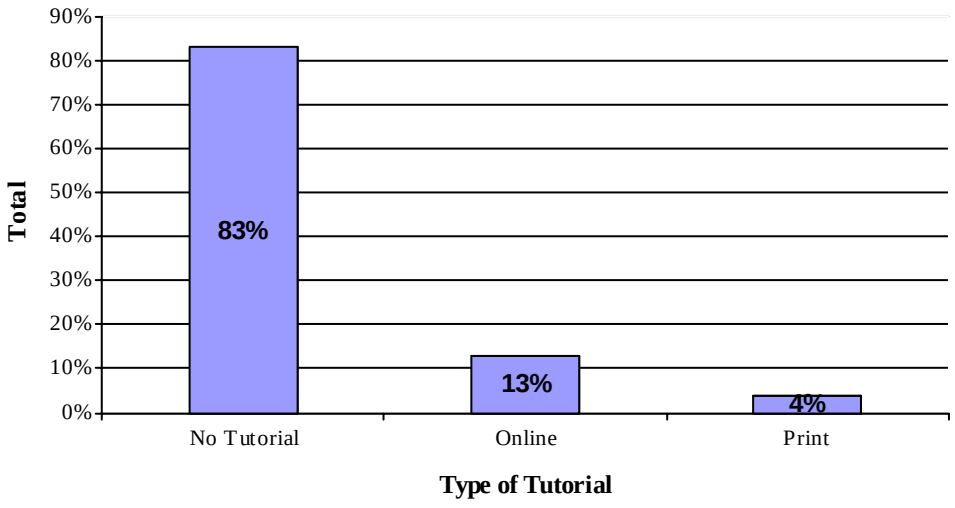
Of the respondents answering "no," the majority stated that either it was their duty or the responsibility distributed among staff members. This statement is a somewhat typical response: "I function to a degree as a front man, a public face, and I give show and tells. I have people come in here and I go into the community." Or, as another person stated, "[Outreach is] distributed among various staff members. All of the five librarians share it. One person in that group of five probably spends a larger portion of time doing it, but it's not anywhere close to full-time." Many respondents, in fact, stated that they do not have the staff to dedicate as much time as they would like to public and instructional outreach. One archivist, calling himself a "jack-of-all-trades," lamented, "Five years ago we had three permanent staff, aside from curator. Now we have me, student employees, and curator. I delegate what I can to students. I did instruction before and I'm still the person who does instruction now."

Outreach takes many forms, as one Head reminded me: "Depending on how you define outreach we're all involved in it. Reference is a form of outreach. The online catalogue records, the website, the digitized materials. There are regular lectures in our departments—four a year. The library has a newsletter that goes to all [university] faculty that usually includes things about special collections. I'm the person with the most overall responsibility."

Print and Online Tutorials for Manuscript Research

Four respondents report having prepared a print or digital tutorial for research in manuscript materials. One of these tutorials is print, three are digital. One of the digital tutorials is no longer available; it was deemed unsuccessful. The majority of respondents—nineteen of twenty-three—report having not prepared an in-depth tutorial, although most have prepared some form of handout that includes reading room policies and an introduction of resources. The data is summarized in Figure 6.

Figure 6. Print and Online Tutorials for Manuscript Research (N=23)



An archivist responsible for one of these tutorials said, “I created a page on the history department website that is a general “how do you use primary source documents, how do you think of them, how are they original” [tutorial].” This tutorial included links to “basic archival resources, like [the state] historical society and NARA.” When asked if the tutorial was linked from the department’s website, the respondent suggested that the constituencies of history departments and archives had different needs. She elaborated, “Most people looking at archival websites and finding aids have a notion of what they are doing. The history department is trying to train students. Some departments use primary source documents, but others don’t. Most undergraduates don’t unless they’re in history or American Studies.”

Another respondent reported on how a series of narrative-based digital collections found at his department’s website act as a tutorial. The collections are multi-layered, with an overview of the subject, accompanied by “self contained” units that feed into the top layer, along with a third layer that includes “different types of documentation, with brief anecdotes, and with audio and video.” The respondent stated that these popular digital collections modeled research in primary sources.

The third respondent reporting on a tutorial was less satisfied with his experience. He said, “The online tutorial wasn’t used that much.” He wondered if the effort put into making tutorial was not misplaced. (In this vein, another archivist, talking about duplicated efforts, said that he thought that pointing people from his department’s website to an already established tutorial, like Yale’s, was a more a effective use of time than building one.) This archivist argued that good catalog descriptions, preferably

linked to online finding aids, were more useful to users than tutorials. But, "what [users] really want," he continued, "are all the documents online."

Most other respondents said that rather than tutorials their departments had web pages, handouts, and videos that cover rules and regulations, offer tips on searching catalogs and filling out call slips. A small number mentioned subject guides. Looking to the future, though, a few more respondents thought their departments would soon see online tutorials. One special collections was anticipating replacing a soon-to-be-vacated position with one that includes a heavy technological focus, and whose responsibilities could include creating online tutorials as well as other "distance learning resources for the materials." A public services librarian also anticipated his department finishing a tutorial that it had received funding for: "Last fall we got a campus teaching grant to develop a true tutorial. That's been a little bit stalled in terms of personnel change. [We] hope to finish the tutorial in fall…This comes up so frequently in classes that we want to develop a tutorial that can be plugged into any class, that will be a true web-based tutorial that will lead students through a series of exercises." Hinting at the usefulness of remote access and learning, another archivist said, "We never have, but that will have to be the next step because [users] aren't coming down here."

Teaching Kits

When asking respondents about whether their departments had produced teaching kits for use in undergraduate classes or classrooms, I was thinking of a product that included print or digital surrogates of primary materials and related teaching lessons. The lessons would not necessarily have to be designed by archives' staff members, although this was what I had in mind. In reflecting on the interviews and looking over the data, I

feel that I was not explicit in my meaning when I asked about teaching kits. Further, I was inconsistent with my follow-up questions. About one-third of the respondents answered yes to the question; others said that it was something that was under consideration or in progress. Their descriptions of their kits, though, vary in a way that leads me to accept the fault for asking a vague question. This said, I will provide details about the ways in which archivists in the study are using their materials as teaching resources.

Eight of the twenty-three respondents stated their department had created a teaching kit. Four of the fifteen answering no could conceivably be moved to the yes group, based on the similarity of their answers to some of the respondents saying yes; another four of the eleven report having some kind of teaching kit project under consideration or in development, all digital object or web-oriented.

Teaching kits described include materials in course packets and textbooks, a collection of materials put together to introduce regional history to students, originals gathered around a topic from which students in class then refined a topic and conducted a research project, an extensive digital collection focused on an individual whose research interests exceeded twenty disciplinary areas, material gathered for a science class that spends its entire semester in a special collection, kits that are put together for individual classes when it is requested or is appropriate, and a group of originals and surrogates used in a history class in which students had an assignment that was an exercise in transcribing, editing, annotation. These efforts are well-received. Informal evaluations range from website hit counts to feedback from professors and students. As with other

forms of evaluation, repeat customers—professors who continue to bring their classes to the manuscript department or archive—is one of the biggest indicators of success.

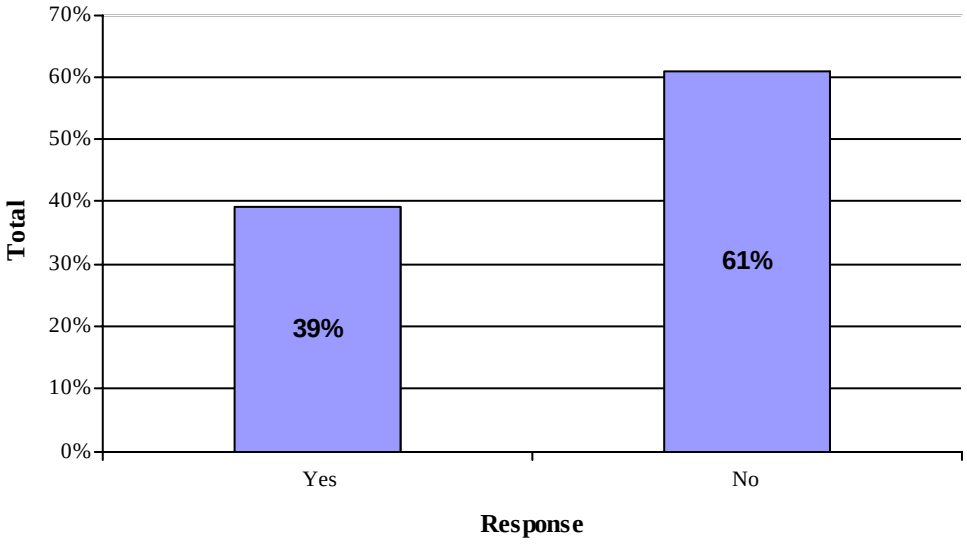
Teaching kits lead archives into curriculum issues. Do archivists—many of whose days are consumed keeping up with reference queries and processing backlogs—have the time and resources to become curriculum experts? Perhaps not, but it's not necessary. Wiley[28] argues that pedagogical experts should determine the lessons that inform the use of digital objects. Ideally, instructors, as subject and teaching experts, will collaborate to some extent with archivists, subject and collection experts, to design the digital object collection. One respondent whose department is in the early stages of developing a digital kit said, "The department is responsible for designing curriculum. We wouldn't want to limit the use in any way…Plus its something that professors would prefer to do." This statement on the threat of overdetermining the use of materials also speaks to the trend of having reusable digital content, that is, digital objects that can be incorporated into different lesson plans. One of the respondents spoke about a digital collection, maintained by her department, of images created by, and related to the research of, her university's general education faculty. She also spoke about brainstorming with the teaching faculty brainstorm with teaching about how the digital imagery could be better utilized. Another respondent described her department's effort as "an extensive website," a joint-effort with her state's historical society, that "incorporates lesson plans developed in concert with education and outreach and tied to the Department of Education standards for teaching [State] History I"; she also said she hoped that teachers would submit their own lesson plans.

Involvement with curriculum will take many forms. It is obvious, though, that any effort made by archivists to be part of national, state, local, or school curriculum is an instructional outreach issue, as well as a joint effort with educators.

Instruction: Rooms

Of the twenty-three archives, special collections, and manuscript departments surveyed, only nine have discrete spaces dedicated as lecture or orientation rooms. See Figure 7 below. The lecture or orientation rooms of two of these nine departments are recent additions or renovations. The fourteen departments without such a dedicated space use reading rooms, multi-purpose rooms, and processing areas. The need for such a space was acknowledged by one respondent who said, "We should, we don't. Space is one of our big problems." Some of the departments that are housed within their college or university's main library have access to general instructional rooms. It should be noted that no respondent whose department uses its parent library's instructional rooms as its lecture or orientation room said that their department had a discrete space for orientations. Meeting outside the archive is not always a popular option. One respondent stated, "The library does have one room devoted to education…Special Collections has access to it. Usually we do not use it. We prefer small groups. We take over our reading room, so that we can have the students and the materials together in a sense, and put our hands on [the material]." There is a potential conflict between research and education, in that using a reading room for lecture or orientations requires that it be empty.

Figure 7. Discrete Space for Instructional Sessions (N=23)



It seems clear that lack of instructional space impedes educational outreach. One respondent said, "Right now we are not doing a lot of active outreach to departments. We have done it in the past, and it was successful beyond our expectations. The problem is how to deal with the numbers that are coming. The new facility will give us increased opportunity to expand our reading room—the current seating is for 20—and will help us to offer space to organizations for other programs during the day."

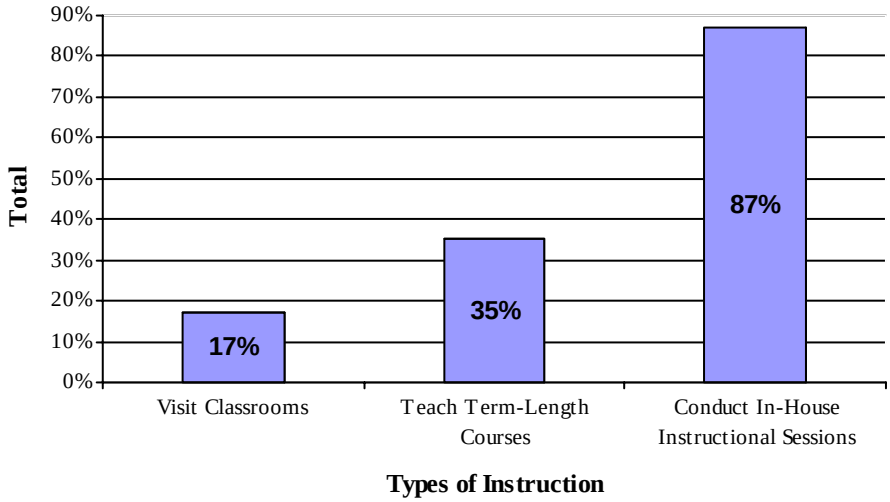
Along with the two departments with new lecture facilities there are two others departments that will soon be getting instructional space, either through renovation or through new construction.

Instruction: Orientations, Visits to Classes, and Faculty Status

Robyns[29] suggests at three components of instruction: students visiting an archive for an orientation or lecture, archivists visiting classes to deliver orientation or subject lectures, and archivists, as adjuncts, conducting quarter or semester-length classes

on archival management or a discipline specialty. Orientations range from a brief stop on a tour so that students know where the archives or manuscript department is (valuable in itself, as more than one respondent noted) to a class-length session where students are introduced to the unique aspects of conducting research in a primary source materials environment, including the stricter set of policies, use of unfamiliar finding guides, as well as a general introduction to holdings. Instruction can include the more detailed aspect of an orientation, but it also assumes some form of exposition on a subject with materials supporting the lesson. Along with training undergraduate students on the form and use of primary source material, all three types of instruction serve to strengthen relationships between archives and manuscript departments and academic units. Figure 8 represents the different types of instruction provided by respondents' departments and is followed by a discussion of the study's findings.

Figure 8. Class Visits, Courses Taught, and In-House Instructional Sessions



Classroom lectures, according to respondents, are infrequently done. Four of the twenty-three respondents answered "yes" to the question, "Does a representative of your archive visit undergraduate classes to deliver orientation lectures?" Almost all respondents, however, said that their departments will give these kinds of lectures at faculty's request. The four respondents saying "yes" report visiting classrooms between once or twice a semester to ten times a quarter. One respondent said these types of lectures were limited to the English department, while another listed departments as diverse as Dance, Spanish, History, and Comparative Literature (the same departments whose faculty bring classes to the archive for orientations and lectures.

The general consensus is that going to a classroom outside of the archive or manuscript department is less popular and less effective because there is less "show and tell." Archivists, when giving orientations in their instruction rooms or reading rooms, have access to the rare and unique materials that make up their collections. Seeing the materials in person is an effective tool for introducing students to the historical, cultural, and educational value of primary source materials. There is also a sense that introducing students to special collection libraries and reading room—alien and sometimes forbidding places—is an effective way to encourage them to come back on their own for class research, family genealogy, or curiosity. Alternately, archivists visiting classrooms are limited in the materials they can take, and cannot demonstrate the nature of closed-stacks research. Faculty seem to realize this, as well, so they tend to request these types of lectures less frequently than they do class orientations at the archive. Visiting classrooms for orientations and lectures, generally, are hard to evaluate. As one respondent said, "You don't get to know the faces," so it can be difficult to determine which students are

using the reading room because they have been introduced to it through a visiting lecturer. Another respondent offered the insight that success of any lecture or orientation depends on "how well the instructor has integrated special collections into the curriculum." This echoes what many said, namely that an orientation or lecture does little without a sustained exposure to the collections, especially through a paper or project. This statement also hints at the kind of influence on curriculum archivists and special collections librarians have.

Respondents were also asked if any members of their departments had adjunct faculty status and taught quarter or semester length lectures or seminars on archival management or other subjects. While many spoke of past teaching experiences they or colleagues had, eight affirmed that co-staffers taught term-length courses. These courses are not limited to undergraduates, especially classes on archival management, which tend to be graduate courses that are open to qualified undergraduates. It should also be added that many respondents have colleagues who do not teach term-length classes but do guest-lecture on topics in which they have expertise.

Members of the represented archives, special collections, and manuscript departments teach in public history, American studies, history, English, geography, astronomy, women's studies, music, art and art history, foreign languages, library science, museum studies (cross-listed with history, art, and anthropology), general education, and an inter-disciplinary unit. Courses taught cover archival administration, photographic archives, rare books, poetry, history of education, world civilization, United States history and state history, art photography and the history of photography, and

drawing. Two respondents have colleagues who teach at the represented department as well as at neighboring schools or universities.

Universities are fluid entities, and one would hope that there are always opportunities to affect curriculum. Two respondents spoke about new developments that will effect their departments. One curator spoke about how, on his campus, a program related to a specialized center is being created; he thought that this would increase the teaching opportunities for members of his staff. Another respondent talked about his department offering workshops in primary source research for history students. His example offers insight of how archives, special collections, and manuscript departments can build from the ground-up. The workshops will start in the fall of 2005. They will be evaluated, and possibly developed into either full or half-semester, for-credit courses in the history department. When asked how the idea of the workshops came about, the respondent said,

> It's coming about through my own interest in it. It really is a part of our library's mission, and it's something I've been thinking about more and more. Attending the SAA meeting last summer where there were archivists doing this sort of thing got me inspired. I guess we would say that we've seen the success of real public service orientations…and it seems like that what we ought to be doing is more. Moving away from the old model of special collections as a formal place that nobody goes to.

Lectures and orientations, conducted in a reading or instructional room, in an archive, special collections, or manuscript department, are by far the biggest instructional efforts made by respondents' departments. Respondents report conducting as few as six to as great as 200 orientations or lectures a semester for as few as two to as great as fifteen departments. All together, the twenty-three respondents report conducting orientations and lectures for ninety-nine departments, although thirty-five, or 35.4%, are

History and English departments. Twenty of the twenty-three respondents included their schools' history department on their list of departments whose faculty have their students attend lectures or orientations in the archive; fifteen of the twenty-three included the English department on their lists. Twenty-eight departments, or roughly 63% of all departments mentioned, are reported by only one respondent. This data is presented in Table 1.

Table 1. Orientations and Instructional Sessions by Department

Department	***Num.***	***Department***	***Num.***
History	20	Comparative literature	1
English	15	Dance	1
American Studies	4	English Language Institute	1
Art	4	Environmental Studies	1
Education	4	Ethnic Studies	1
Anthropology	3	General Education	1
Communications	3	German	1
Art history	2	Greek and Latin	1
Botany	2	Historic Preservation	1
Classics	2	Humanities	1
French	2	Industrial Design	1
Geography	2	Interior Design	1
Political Science	2	Journalism	1
Sociology	2	Landscape Architecture	1
Spanish	2	Literature	1
Women's Studies	2	Medieval Studies	1
African American studies	1	Music	1
Agriculture	1	Native American Studies	1
Architecture	1	Nursing	1
Biology	1	Physics	1
Chemistry	1	[State] Studies	1
Civil Engineering	1	Theater	1

Eighteen of the respondents rated their instructional sessions positively. Two respondents were ambivalent, saying the instructional sessions were uneven or have varying success; three did not comment explicitly. Brief tours, where given, were not rated favorably, based on the reason that there is no opportunity to get students to feel connected to the collection. As one archivist said, "Tours happen so quickly and there's so much thrown at students that they're less successful." A few respondents were sanguine about students and special collections, noting that seemingly simple things like having students know where the special collections is located and that there are more stringent rules goes along way in increasing the chances that students will be return visitors or users. However, all but two respondents said that their units have no formal evaluation method.[30] Success is based on return visits, how engaged students seem during the session, how many questions are received from students, and, as one person said, "the numbers and success of students who come in to utilize materials." One of the two respondents said that his university's library provides his unit with an evaluation form, but it tends not to get used. The other instance where a formal evaluation survey is being used, at least according to the respondent, "has a long way to go in being useful. The ones I've used have been positive, and sometimes have helped me tweak presentations." Another respondent reported that his department was considering devising a formal evaluation tool.

Success can stem from a number of factors. One respondent thought that his unit's instructional sessions were uneven, possibly due to not having a formalized outline or script to go off of. Another factor is class level. One archivist suggested that "upper level students seem more enthusiastic. Lower level students are still too close to high

school." Success can also depend—perhaps largely, based on how often this opinion was expressed—on how the faculty member's class is structured. It was reported that often faculty will send classes over without knowing if and how collections relate to their syllabus. When asked how successful their instructional sessions are, one respondent said he had an easy answer: "I gauge success on whether faculty just drop off their class—for an edutainment session—versus the serious instructors who follow up the orientation with some kind of exercise." He continued, "Right now its about 60/40 with instructors doing some kind of meaningful assignment. We're working hard with the teachers to increase it on the positive side."

Even though outreach to faculty relies mostly on informal lines of communication, there appears to be a general trend toward an increased demand for instructional sessions in primary source materials. These words, offered by a curator, sums up how a majority of respondents saw their instructional efforts: "I think there's high praise from everybody. It's almost too successful." Too successful, he, and others, thought, because the increasing demand for instructional sessions can impede other responsibilities, like acquisition, processing, and research.

Ideal Outreach

Respondents were asked what additional outreach efforts they would like to see their departments make, assuming that they had the resources and cooperation of administration and faculty. The twenty-three study participants enumerated fifty-six elements, which in turn fit into sixteen categories, many of which reflect the outreach strategies discussed during the interview.

The most commonly listed desired outreach element is more frequent and better contact with faculty, which includes, in one case, department heads. This implies the need for formalizing either relationships with academic departments or the outreach effort to faculty itself. Whether it be establishing an archives advisory board that includes faculty members or establishing a routine or schedule for discussing classes with professors at the start of each quarter or semester, formalizing relationships with faculty stands to get more undergraduate eyes and hands on primary source materials. Rather than responding to faculty when asked for instructional or orientation sessions, respondents wanting to see enhanced faculty outreach express the need for interaction between themselves and faculty.

The second more often voiced response, and one that is closely related to faculty outreach, is building primary source materials into the curriculum. This element ranges from requiring archival research papers and projects in departments, colleges, and at the university level to building classes, in conjunction with faculty, around collections. One could add to this the need for a semester-length course in archival research and/or management, which three respondents listed as an important element in outreach to undergraduate students. Others also mentioned the need for tutorials, teaching packets, being part of information literacy programs, and the use of instructional technology as ideal elements of an outreach program. One respondent reported that his university's administration had been attempting to gauge how the libraries, among other departments, could improve the climate for undergraduates. Curriculum and instruction, no doubt, has its offerings to this end.

Building better infrastructure is an identified need. Respondents often talked about having more space or better instructional facilities, mentioning this as frequently as the need for either more staff in general or a new position dedicated to outreach. Infrastructural components several respondents noted include accessioning more collections, processing collections and providing access to them through online catalogs and web-ready finding aids (EAD or HTML), and improving web presence through digitization efforts.

Naturally, outreach, for many respondents, is not limited to undergraduate students. Many spoke of the need to reach community members, alumni, especially as it relates to fundraising, and graduate students. A few respondents stressed the need for any outreach program to be well-balanced, and not elevate the instructional needs of undergraduate students at the expense of the research needs of others campus and community members, as well as the routine activities of departments, like collection development, arrangement, and description. This is an important point, and the respondents voicing this reality-check speak to the multi-faceted purpose of archives and manuscript departments, a purpose which can be as lofty as preserving cultural memories and, as one respondent said, providing some stability for students—in some cases rare—in a constantly and rapidly changing world. Table 2 presents the outreach components that respondents stated they would like to have incorporated into their current outreach efforts.

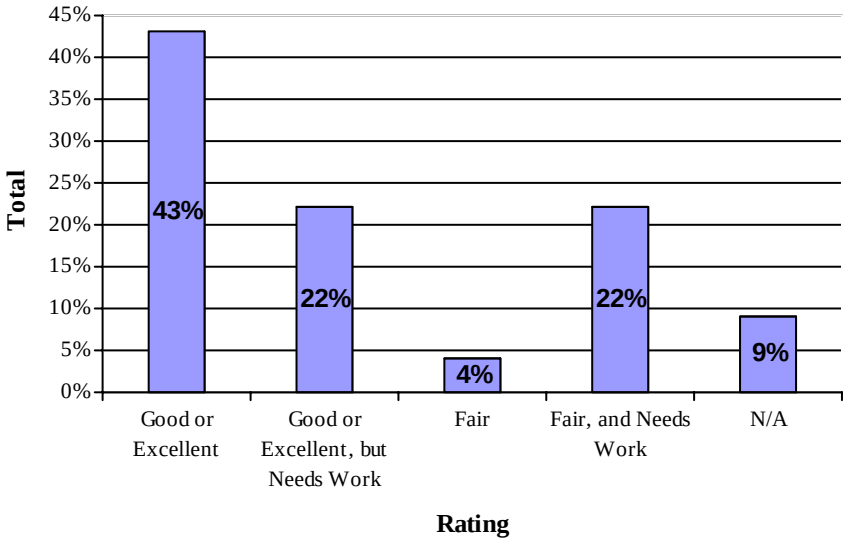
Table 2. Desired Additional Outreach Components

Components	***Total***	***Perct.***
Effectively reach faculty and administration	10	43%
Greater affect on curriculum	7	30%
More space	6	26%
More staff; Outreach person	6	26%
Create tutorials/aids/teaching packets	4	17%
Increase web presence; Digitization	4	17%
Additional non-campus community outreach	3	13%
Build instructional technology	3	13%
Conduct term-length classes	3	13%
Additional collection development	2	8%
More exhibits	2	8%
Get through backlog of unprocessed collections	2	8%
Fundraising	1	4%
Increase graduate student use of collections	1	4%
Improve undergraduate climate	1	4%
Involvement with information literacy programming	1	4%
Total	56	-

Evaluating Success

Fifteen of the twenty-three participants responded very positively (good to excellent) when asked how they rated their success at being part of undergraduate education at their institutions. Six of the remaining eight participants thought their departments were doing fair. One said that interacting with students was peripheral to his overall responsibilities, while another said that his department does not target specifically undergraduate students. Ten respondents said that they could be doing better or that improving outreach was a goal; half of these ten respondents are from the group that spoke positively about their successes. Figure 9 presents this data.

Figure 9. Respondents' Self-Evaluation (N=23)



A noticeable trend among the responses is that respondents felt positive about their instructional efforts when they had the chance to interact with students, but felt less positive about their overall educational outreach efforts. Most were confident in their ability to teach students about collections and their use, but many thought that they could be doing more to increase the number of undergraduate students coming to archives and manuscript departments. One archivist observed, “For those students that we’re allowed to connect with our success is wonderful...But, to what degree do we get out there? It’s not poor, but it’s negligible. They [faculty] don’t send enough people down here to work on stuff.” Echoing this statement, another respondent said, “I think we do a good job with the people we get in here. But, there are a lot of undergraduate classes that could use our collections but don’t.” This second respondent went on to enumerate the ways in which his department and university were increasing their efforts at improving their institution’s undergraduate education experience. One respondent, indicating what is true

for many of the departments in the study, said, “We do a good job with what we do. But, it [outreach] is not formal or systematic.” This parsimonious differentiation between good and systematic serves as the basis for analyzing the findings.

Discussion

Most departments in the study pursue a non-regularized form of educational outreach. Four of the twenty-three departments have active, well-supported outreach programs. These programs include a staff member dedicated to outreach, maintain normal and systematic communication with departments whose holdings are likely to support certain departments’ curricula, and are involved with faculty in developing either syllabi or courses. In contrast, non-regularized educational outreach, the reality for most departments in this study, includes processing materials, making finding guides available online and in integrated library systems (ILS), and an openness to conduct instruction and orientation sessions at the request of faculty.[31] In terms of improving efforts at reaching undergraduates, perhaps regularizing communication with faculty would go the farthest. Many respondents spoke of the seemingly simple approach of contacting faculty members each semester based on course offerings found in course catalogs.[32]

Outreach is a key component to the success and relevance of a collection, but undergraduate students are one of many groups vying for the attention of archivists and manuscript librarians. A number of respondents travel their states visiting donors (of funds and materials), members of civic organizations, and K-12 students, among other potential users. Collections are multi-purposed, as well, and undergraduates are not always the most felicitous users. While a collection is relevant as a source of tools for teaching undergraduate students, its value also stems from how its place in a broader

historical and cultural context attracts scholarly pursuit, thus making the collection part of the cycle of scholarly communication. The output of professional researchers increases a collection's profile by drawing attention to its strengths, highlights, and unique holdings in manner unlikely to arise from undergraduate papers and projects, i.e., systematically researched and published. But while providing reliable sources to scholars is part of a collection's mission, so too is enhancing one's position on campus, and not merely for the research needs of the faculty.[33] Becoming a significant part of the campus communities through educational outreach increases a repository's profile and relevance.

A topic that arose in a number of interviews is the relationship between university archives, manuscript departments, and special collections, and general academic libraries. While a few respondents worked with bibliographers and instruction librarians, other respondents worried about how familiar reference librarians were with primary sources. Two respondents were uncertain about the qualifications of reference librarians to help students either find primary source collections or navigate the intricacies of finding guides. One respondent even felt that his department was overlooked by librarians, even though it was in the same building as the general collections. ILS design can help minimize these kinds of problems,[34] but the point remains that reference librarians should be ready to answer queries that lead outside of the general collection. To what extent, and how well, university archives, manuscript departments, and special collections are integrated into their ILS is another query that was not directly explored in this study but has potential impact on outreach.

There should be little doubt that archivists and manuscript librarians excel at training researchers, including undergraduate students, at accessing and understanding

their collections. This much is clear from the comments of respondents about the success of their instructional sessions. At the same time, educational outreach and instruction competes with other demands, like collection development and arrangement and description, and this at a time when resources like space, staff time, and funds are not in abundance. A resourceful lot, archivists and manuscript librarians (at least as represented by the population of this sample) are doing well with what they have. Still, respondents expressed a need to enhance how they reach undergraduate students, thereby having a larger presence on their campuses.

Notes

[1] Wendy Duff and Catherine A. Johnson, “Where is the List with All the Names? Information-Seeking Behavior of Genealogists,” *American Archivist* 66 (Spring/Summer 2003): 79-95.
[2] Helen R. Tibbo, “Primarily History in America: How U.S. Historians Search for Primary Materials at the Dawn of the Digital Age,” *American Archivist* 66 (Spring/Summer 2003): 9-50; Wendy M. Duff and Catherine A. Johnson, “Accidentally Found on Purpose: Information-Seeking Behavior of Historians in Archives,” *Library* Quarterly 72, no. 4 (2002): 472-496; Barbara C. Orbach, “The View from the Researcher’s Desk: Historians’ Perceptions of Research Repositories,” *American Archivist* 54 (Winter 1991): 28-43.
[3] Marcus C. Robyns, "The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction," *American Archivist* 64 (Fall/Winter 2001): 363-386.
[4] Elizabeth Yakel and Deborah A. Torres, “AI: Archival Intelligence and User Expertise,” *American Archivist* 66 (Spring/Summer 2003): 51-78.
[5] Paul Conway, “Facts and Frameworks: An Approach to Studying Users of Archives,” *American Archivist* 49 (Fall 1986): 393-407; and William J. Maher, “The Use of User Studies,” *Midwestern Archivist* 11, no. 1 (1986): 15-26. On the current effort to develop standardized metrics for archives, see Elizabeth Yakel, Wendy Duff, and Helen R. Tibbo, principal investigators, “Developing Standardized Metrics for Assessing Use and User Services for Primary Resources: An AX-S Net Project,” (2004).
[6] Robyns, “Archivist as Educator.” Ten years earlier a report from a joint effort of historians and archivists showed similar findings. See Edwin Bridges, et al., “Historians and Archivists: Educating the Next Generation,” *American Archivist* 56 (Fall 1993): 730-749.
[7] Helen R. Tibbo, “Primarily History in America: How U.S. Historians Search for Primary Materials at the Dawn of the Digital Age,” *American Archivist* 66 (Spring/Summer 2003): 9-50; Wendy M. Duff and Catherine A. Johnson, “Accidentally Found on Purpose: Information-Seeking Behavior of Historians in Archives,” *Library* Quarterly 72, no. 4 (2002): 472-496; Barbara C. Orbach, “The View from the Researcher’s Desk: Historians’ Perceptions of Research Repositories,” *American Archivist* 54 (Winter 1991): 28-43.
[8] Duff and Johnson, “Where is the List with All the Names?”
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[12] Sharon Anne Cook, "Connecting Archives and the Classroom," *Archivaria* 31 (Fall 1997): 102-117.
[13] Anne J. Gilliland-Swetland, “An Exploration of K-12 User Needs for Digital Primary Source Materials," *American Archivist* 61 (Spring/Summer 1998): 136-155; Cook, “Connecting Archives and the Classroom.” See also DigiCULT, *Thematic Issue 4—Learning Objects from Cultural and Scientific Heritage Resources* (2003).
[14] For archives in primary grades see Anne J. Gilliland-Swetland, Yasmin B. Kafai, and William E. Landis, “Integrating Primary Sources into the Elementary School Classroom: A Case Study of Teachers’ Perspectives,” *Archivaria* 48 (Fall 1999): 89-116; Anne J. Gilliland-Swetland, “An Exploration of K-12 User Needs for Digital Primary Source Materials," *American Archivist* 61 (Spring/Summer 1998): 136-155; Cook, “Connecting Archives and the Classroom.” For archives and history student training, see Edwin Bridges, et al., “Historians and Archivists: Educating the Next Generation.”
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[16] Scott Carlson, "Special Effects: College Librarians Highlight Rare Collections to Help Build Support for their Institutions," *Chronicle of Higher Education*, June 17, 2005.

[17] Anna Elise Allison, "Connecting Undergraduates with Primary Sources: A Study of Undergraduate Instruction at Archives, Manuscripts, and Special Collections" (master's thesis, University of North Carolina at Chapel Hill, 2005).
[18] Robyns, "Archivist as Educator."
[19] Erika Lindemann, "Playing in the Archives: Pleasures, Perils, and Possibilities for Teaching" (Conference on College Composition and Communication Annual Convention, Minneapolis, 14 April 2000, photocopy).
[20] Robyns, "Archivist as Educator," p. 373.
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[22] The 2005 Carnegie Classification is in development but has not been released. See The Carnegie Foundation for the Advancement of Teaching, "Classification Downloads," available at "http://www.carnegiefoundation.org/ Classification/downloads.htm" (last viewed 30 January 2005).
[23] Enrollment figures were gathered from school websites, and they represent data most recently made available by the universities.
[24] The question "What percentage of your users are undergraduate students?" was added after I had completed most of the interviews. I emailed this question to the respondents who were not initially asked this question. All but six responded to the first email query; I sent the identical email message to these six, and half of them responded. I thus report three "No Response."
[25] One of these five has more curriculum support for K-12 education than for university students, but the instructional support section of their site is so developed that they deserve mention here.
[26] One could also contend that also useful to instructors is contact information, like personal or departmental email addresses or a phone numbers, both of which are made available by all departments in the study.
[27] Robyns, "Archivist as Educator."
[28] , David A. Wiley, "Connecting Learning Objects to Instructional Design Theory: A Definition, a Metaphor, and a Taxonomy." In David A. Wiley (ed.), *The Instructional Use of Learning Objects*. Available at <http://reusability.org/read/chapters/wiley.doc> (last viewed 02 July 2005).
[29] Robyns, "Archivist as Educator."
[30] Yakel writes of the need to formally evaluate content of archival instructional sessions. See Elizabeth Yakel, "Listening to Users," *Archival Issues* 28 (2002): 111-127.
[31] "Passive" outreach efforts like these are primary to the success of any collection, and in a Maslovian sense, come before regularized outreach.
[32] Many respondents with non-regularized outreach programs said that their efforts were successful to the point of putting them at capacity for instructional sessions and reference requests. This could be a so-called natural occurring constraint on departments formalizing ties with departments in an attempt to get more students into reading rooms.
[33] According to many respondents faculty use for professional research seems to increase the likelihood that they will schedule instructional sessions for their classes
[34] For instance, a MARC record found in the new ILS at the University of North Carolina at Chapel Hill for a manuscript collection links to the online finding aid, if available. The previous ILS linked to the finding aid and the webpage of the Southern Historical Collection. The previous system served primary source holdings better than the new system.

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Appendix A: Interview Protocol

Hello, [Title Last Name]. This is Brian Dietz from the School of Information and Library Science at the University of North Carolina at Chapel Hill. I recently contacted you via email about your participating in a study that I am conducting for my Master's paper. [*Alternately, if this is a scheduled appointment:* We've scheduled an appointment for an interview today.] Would you like to conduct the interview today.

If no: When would be a good time to schedule a time for me to call back. [Schedule time.] Thank you. I look forward to talking with you.

If yes: Great. First, though, I need to make sure that you've reviewed the consent form that I attached to my first email to you. [*If no:* If that's the case, then I'd like to go over it now if that's okay with you. It should add only a few minutes to our conversation.]

Do you have any questions about the consent form? [Address questions if any.]

Okay. This survey is designed to solicit some basic information about the role played by college and university archives and manuscript departments in undergraduate education. The survey should take between thirty-five to forty-five minutes. Please tell me if you need me to repeat a question. Your involvement in this study is important to gaining an understanding of the teaching role of archives. Your involvement is also voluntary; we can stop the interview at any time, and either reschedule a time to resume the interview or abandon the interview, if this is what you want. Your responses will be kept confidential.

Shall we begin?

1. What percentage of your users are undergraduate students?

2. Does your college or university have a general curriculum requirement that requires undergraduate students to conduct research in primary sources?

    If yes, would you please describe the requirement?

    Do you know of any such departmental requirements?

3. Does your archive have a discrete space that is intended mainly to be used as a lecture or orientation room?

If no, what room or rooms are used for instructional sessions or orientations?

4. Does your archive have a position that has as its sole or main responsibility public outreach, including outreach to faculty and undergraduate students?

If yes, about how long has that position existed, and, if known, how did it come to exist?

If no, who in the department is responsible to outreach to undergraduate students?

5. How would you describe your archive's role in shaping or affecting undergraduate curriculum at your institution?

6. Has your archive prepared a tutorial, either print or online, that is intended to introduce research in primary resources to undergraduate students, and that students can use or take independently or that faculty can use in their classrooms?

If yes, would you please describe how the tutorial came into?

7. Has your archive been involved in the creation of any teaching kits, which would include print or digital surrogates of primary resources, for use in undergraduate classes? If so, would you briefly describe how the kit came to be made and if you have had any feedback from professors or students who have used it.

8. Please consider any lines of communication that may exist between your archive and any academic departments on your campus. Would you please describe how these lines of communication have been utilized by either the archive or the other department or departments.

9. Does your archive conduct group orientations for undergraduate classes in which classes or portions of classes visit your archive for an orientation?

If yes, about how many a semester, and for what departments?

If yes, how do you rate the successfulness of orientations?

10. Does a representative of your archive visit undergraduate classes to deliver orientation lectures?

If yes, about how many a semester, and for what departments?

If yes, how do you rate the successfulness of orientations?

11. Are any representatives of your archive adjunct faculty members who teach quarter or semester length undergraduate lectures or seminars on archival research or management?

If yes, about how many a semester, and for what departments?

If yes, how do you rate the successfulness of orientations?

12. Please describe how you rate the successfulness of your archive's involvement in the undergraduate education process at your institution.

13. If you had unlimited resources and cooperation what shape would archival educational outreach on your campus take?

14. Here you can provide any additional comments you'd like to share on how you see your department's efforts to be part of your school's undergraduate education process.